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ABSTRACT

This course outline provides materials for fourth-year courses in a "2+2" curriculum for the occupation of registered nurse. It is part of a planned and articulated 4-year curriculum that spans the junior and senior years of high school and the freshman and sophomore years of the postsecondary institution. Introductory materials include the philosophy and conceptual framework of the nursing curriculum; occupational objectives, occupational descriptions, and curriculum outline; and curriculum objectives. Three courses are outlined, each of which consists of a set of objectives, ranging in number from four to six. Each objective has one or more associated competencies. A sheet for each competency details the terminal objective, enabling objectives, teaching methods, references, equipment/supplies, and evaluation methods. Course titles (and representative unit topics) are: (1) Nursing: Complex Needs I (basic concepts, systems of the human body, learning laboratory or skills, clinical objectives); (2) Nursing: Complex Needs II (systems of the human body, clinical objectives); and (3) Entry into Professional Practice (professional issues, advanced communication, management skills, evaluation processes, clinical objectives). Other contents include: a line drawing of an instructional facility; list of supplies and equipment; 23-item bibliography; student competency profile; matrix of elements essential to the competencies; and procedural plan for verifying mastery of competencies. (YLB)

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2+2 HEALTH OCCUPATIONS PROJECT

A Basic Course Outline (College Sophomores) for Nursing

Nursing: Complex Needs I
Nursing: Complex Needs II
Entry Into Professional Practice

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

A Four Year "2+2" Articulated Curriculum For the Occupation of Nursing

"2+2 ARTICULATED CURRICULUM FOR HEALTH OCCUPATIONS"

BASIC COURSE OUTLINES FOR NURSING

NURSING: COMPLEX NEEDS I

NURSING: COMPLEX NEEDS II

ENTRY INTO PROFESSIONAL PRACTICE

Paris Independent School District
Paris, Texas

Paris Junior College
Paris, Texas

June 1990

2 + 2
Secondary Postsecondary

Articulated Curriculum for Health Occupations

Basic Course Outlines

(Sophmore Level)

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Paris Junior College and Northeast Texas Community College

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FOREWORD

This course outline was prepared for use by secondary instructors of the "2+2" articulated curriculum for the occupation of registered nurse. The course for which this outline was prepared is only one course of a series of courses that are included in the "2+2" curriculum. The "2+2" curriculum developed for the preparation of registered nurses was developed using the career ladder concept and therefore provides exit points for entry into the labor market as a nurse aide, licensed vocational nurse, and registered nurse. The purpose of this basic course outline is:

- To assist secondary "2+2" health occupations instructors in the selection and use of instructional content and instructional technology for an effective instructional program.
- To assist the instructors in the selection of appropriate instructional references and materials.
- To improve the marketable skills of students through the use of occupational competencies stated in objective terms.
- To provide a basis upon which the instructor can progressively build a functional course of study in accordance with the performance standards established by State Licensing Boards, National Certification or accreditating associations, and local employers.
- To provide interested individuals, educational groups, and occupational groups with information regarding the scope, nature, content and educational technology used in education directed toward gainful employment in the field of nursing.

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TABLE OF CONTENTS

Page

Funding Information i

Foreword ii

Acknowledgements iii

Table of Contents iiii

I. Overview of the "2+2" Curriculum 1

II. Philosophy and Conceptual Framework 2

III. Nursing Occupation Curriculum

A. Occupational Objective(s) 4
B. Description of Occupation(s) 5
C. Curriculum Outline 9

IV. Definition of Terms 19

V. Curriculum Objectives 22

VI. Course Outline (Nursing: Complex Needs I) 23

A. Course Objectives 24
B. Units by Competencies 25
C. Time Allocation 27
D. Course Description 28
E. Unit I Concepts Basic to Nursing 30
F. Unit II. Integumentary System 31
G. Unit III. Immune System 32
H. Unit IV. Sensory System 33
I. Unit V. Musculoskeletal System 34
J. Unit VI. Gastrointestinal System 35
K. Unit VII. Respiratory System 36
Unit VIII. Learning Laboratory or (Skills)
a. Nasogastric Intubation 38
b. Enteral Feedings 40
c. Intravenous Medication Administration 41
d. Venipuncture 42
e. Central Lines 43
f. Blood Transfusions 44
g. Artificial Airways and Suctioning 45
h. Closed Chest Drainage 46
i. Central Venous Pressure (CVP) Lines 47

Unit IX. Clinical Objectives 48

Page

VII. Course Outline (Nursing Complex Needs II 49

A. Course Objectives 50
B. Units by Competencies 51
C. Time Allocation 52
D. Course Description 53
E. Unit I. Cardiovascular (CV) System. 54
F. Unit II. Renal System 55
G. Unit III. Endocrine System. 56
H. Unit IV. Neurological System 57
I. Unit V. Multisystem Disorders Across the Lifespan 58
J. Unit VI. Clinical Objectives 59

VIII. Course Outline (Entry Into Professional Practice) . . . 60

A. Course Objectives 61
B. Units by Competencies 62
C. Time Allocation 63
D. Course Description 64
E. Unit I. Professional Issues in Nursing 65
F. Unit II. Legal and Ethical Framework for Nursing Practice. 66
G. Unit III. Advanced Communication Principles . . . 67
H. Unit IV. Management Skills for Patient Care . . 68
I. Unit V. Evaluation Process 70
J. Unit VI. Clinical Objectives 71

IX. Line Drawing of Facility 73

X. Equipment and Supplies 74

XI. Bibliography 78

XII. Student Competency Profile 80

XIII. Procedural Plan for Verifying Mastery of Competencies 84

OVERVIEW

The "2+2" Articulated Health Occupations Project is a coordinated effort by Paris Junior College, Northeast Texas Community College and Paris, Atlanta, Marshall and Mt. Pleasant Independent School Districts. The resulting curriculum represents a true "2+2" curriculum structured on the career ladder concept. It is a planned and articulated four year curriculum, spanning the junior and senior year of high school and the freshman-sophomore year of the postsecondary institution, which has eliminated overlap and duplication between the secondary and postsecondary health occupations programs. The competency-based health occupations "2+2" curriculum is designed to benefit the student and the allied health industry by providing a more knowledgeable, more highly skilled, and more marketable employee to work in the increasingly technological health environment.

The curriculum was developed through the input of local representatives of the allied health industry (Technical Advisory Committee), representatives from the State Licensing Boards for Vocational and Registered Nurses and the Texas Department of Health. Also representatives from the Texas Higher Education Agency provided valuable input and leadership. The spirit or cooperation between these made the development of this model "2+2" curriculum a reality.

PHILOSOPHY

This "2+2" competency-based articulated nursing curriculum supports and promotes the ideals of health education in secondary and postsecondary institutions. The curriculum is focused to meet the needs of the health industry along with the educational and cultural needs of the student, to reflect the unique needs of the community and to cooperate with the health care industry in promoting quality and excellence in Nursing.

The "2+2" articulated nursing curriculum has been built around five (5) key elements: Person, Society, Health, Nursing, and Nursing Education. In this framework, the person is seen as an integrated multidimensional being comprised of physiological, psychosocial, physical, cultural, and spiritual elements. This person, a complex being with interrelated systems, follows sequential and predictable stages of growth and development throughout the life cycle. As an open system, the person lives in a constantly changing environment, adapting to such change as necessary for survival. This individual is a holistic being, and is a part of a family which constitutes the basic unit of society.

The individual's environment/society is composed of people who share common characteristics, social needs, and physical settings. The person maintains an interdependent relationship with this complex environment/society, in which the give and take of social interactions occurs with family, significant others, and groups. Life experiences also impact the perception, strengths, and abilities of the person.

Health is defined by the individual, and individuals are responsible for their own life choices. Health is conceptualized as a continuum with "wellness and illness" at opposite extremes. Wellness is a continuous state of physical and emotional stability throughout the life span and not merely the absence of disease. Illness is defined as a maladaptive response to stressors and crises which decreases Man's ability to maintain/achieve wellness.

Nursing is an autonomous discipline with a theoretical foundation, which is operational through the application of the nursing process to assess the client and utilize the assessment data to plan, implement, and evaluate an individual nursing care plan for each patient/client. Nursing activities range from the simple to the complex, include teaching and preventive care, and consist primarily of providing direct nursing car based upon the cultural orientation of the patient/client.

Nursing is an interpersonal, therapeutic, and helping process in which understanding and communication are essential. The nurse-patient relationship is a growth process in which the nurse acts as a facilitator to assist the patient and/or family grow in the direction of their choice. Nursing is a relationship that is established purposefully, maintained deliberately and ended with care, based on the individualized needs of the client.

Nursing Education occurs in both a secondary and/or postsecondary institution of learning. Support courses at all levels are crucial to create a well-rounded nursing education, as well as the personal growth of the student. Teaching-learning is an active shared process between the student and the faculty. Learning progresses from the basic to the more complex, from the familiar to the new and from commonalities to differences. Clinical learning is provided in a variety of settings, with clients who provide students with the opportunity to apply theoretical knowledge in the practice environment.

CONCEPTUAL FRAMEWORK

The "2+2" competency-based articulated nursing curriculum utilizes the human needs approach to provide a vehicle for the person who becomes a client/patient. This approach incorporates the nursing process, adapts well to a variety of conceptual frameworks, and has proved successful in building a strong foundation for nursing students.

In this curriculum, a human need is conceptualized as a requirement that allows the person to function and grow. This definition incorporates the full range of an individual's needs - physical, psychological, social, and spiritual - and stresses that nursing involves caring for the whole person, who remains independent and autonomous. In this curriculum human needs are delineated under the categories of safety needs, psychosocial needs, physiological needs, and special needs.

The safety of patients underlies all tasks and interventions, and encompasses both physical and psychological aspects essential for the patient's sense of well-being. This category includes such topics as environmental safety, medication administration, legal/ethical issues, and competence in planning organizing and implementing care.

The category of psychosocial needs reflects the holistic nature of the client and includes the need for identity, good mental health, and a system of values and beliefs. Assessing and meeting these needs require sensitivity and effective communication on the part of the nurse. Topics encompassed in this category include the aspect of growth and development, teaching-learning principles, social-cultural differences, control, dependency, and sexuality.

Meeting physiological needs requires awareness, knowledge, and skill since physiological requirements for health may be overt (oxygenation) or covert (nutrition). Satisfying physiological needs also requires that the nurse coordinate activities of other members of the health care team. Included in this category are the topics of freedom from infection, hygiene, activity/rest/sleep/nutrition/elimination, oxygenation, circulation, fluids and electrolytes, and regulation/sensation.

In addition to the psychosocial and physiological needs, there are special needs that pertain to patients in the care setting. These needs affect the quality of life. Examples of these needs include freedom from pain, grieving and loss, and terminal illness.

In this framework, the student is helped to recognize that nurses also have needs. The most effective nurses are holistically well-balanced individuals who are able to identify their own personal and professional needs and seek healthy ways of fulfilling them.

A problem is defined as the situation that develops when a need is not satisfied; this is the basis of nursing diagnosis and care planning keeping in mind that immediate needs must be met before higher level needs can arise and can give direction to nursing care. For example, the guiding principle in establishing priorities for care is that the nurse must first help the patient meet physiological needs. The nurse may also prevent problems by foreseeing when the fulfillment of essential needs may be threatened, i.e., preoperative teaching to prevent postoperative complications.

Just as no two patients are alike, no condition remains static. Adaptive forces are those elements which help to maintain or restore physiological and psychosocial balance or homeostasis. These forces may be internal (temperature regulation) or external (the use of groups to maintain social stability). The nurse serves as an adaptive force for patients by providing care that answers needs and helps maintain homeostasis. When the patient's adaptive forces and those of the nurse and other care givers are effectively mobilized, the patient becomes healthier and functions better.

OCCUPATIONAL OBJECTIVE(S)

Registered Nurse:

This model "2+2" articulated curriculum for registered nurse is designed to produce an individual, beginning at grade 11 and terminating at grade 14, with skills, knowledge and abilities sufficient to sit for the National Licensure Examination for Registered Nurse and who performs safely and effectively in a variety of clinical settings as a professional nurse within the bounds of the Nurse Practice Act. Graduates will be able to care for patients with multidimensional health care needs/problems.

Licensed Vocational Nurse:

The curriculum is designed to produce an individual capable of using technical skills and providing bedside care for patients of all ages within the bounds of the Vocational Nurse Act. The curriculum will prepare students to sit for the National Licensure Examination for Practical Nurses.

Nurse Aide:

To produce individuals with basic skills and knowledge to provide nursing care as a nurse aide to provide the student with sufficient knowledge and skills to pass a manual skills and written examination administered by the Texas Department of Health for Registry as a Nurse Aide.

GRADE 11 - HEALTH CAREERS I
FOR "2+2" REGISTERED NURSE PROGRAM

Objective:

The student will be provided the opportunity to develop and demonstrate the beginning level knowledge and skills for the occupation of a registered nurse in the "2+2" Articulated Health Occupations Program.

Course Description:

This is a one-year program that combines academic and clinical experience. Students will receive classroom instruction which includes lecture, classroom laboratory and individualized study, that focuses on the basic knowledge and skills of medical terminology, communication skills, ethical and legal issues, employment skills, safety and mobility, leadership and personal quality concepts and skills. Basic knowledge and skills in anatomy and physiology, first aid and emergency care, vital signs, infection control and asepsis, health career math and patient personal care skills are included. In addition the student will receive clinical experience in a licensed health care facility.

Students must complete this course to articulate to the next level in the "2+2" Articulated Health Occupations Program for the registered nurse.

A 12th grade student may enroll in this course, but would not be eligible to pursue the "2+2" Program for a registered nurse.

GRADE 12 - HEALTH CAREERS II
FOR "2+2" REGISTERED NURSE PROGRAM

Objective:

The student will have the opportunity to develop and demonstrate mastery of the knowledge and skills necessary to articulate to the postsecondary level for continued training as a registered nurse.

Course Description:

This is the second year of the "2+2" Articulated Health Occupations Program for Registered Nurses. Students must demonstrate mastery of the competencies taught in Grade 11 before enrolling in this course. This course will combine advanced academic and clinical experience in the areas of medical terminology, communication skills, health care history, safety and mobility, employment skills, and leadership concepts and skills. Also, anatomy and physiology, ethical-legal, first aid and emergency care, vital signs, infection control and asepsis, health career math, nutrition and patient personal care skills are included in preparation for entering the RN program at the postsecondary level.

Students will receive classroom instruction which includes lectures, classroom laboratory, and individualized study. In addition the student will receive clinical experience in a licensed health care facility.

Students may exit from the program at the end of the 12th grade and be eligible to take the state examination to become a nurse aide, providing the secondary health occupations program has been approved as a training program for nurse aide by the Texas Department of Health.

Upon completion of this course students may articulate to the postsecondary level for continued training as a registered nurse.

COURSE DESCRIPTIONS

NURSING PROCESS:

A 2 hour course focusing on theories of nursing practice, scope and standards of practice, beginning problem solving and the nursing process. Initial physical assessment, care planning, documentation, transcultural considerations, communication, and introductory patient teaching are included.
(1 hours lecture/3 hours lab per week)
* Course required for ADN and LVN curriculums.

NURSING: BASIC NEEDS Ia

A 2 or 6 hour course focusing on bio-psycho-social needs of medical-surgical patients focusing on all age groups. Emphasis is on application of the nursing process in a clinical setting for patients with needs relating to mobility, oxygenation, rest, bowel elimination, comfort, skin integrity, and safety. Discussion is conducted on surgical nursing. Principles of pharmacology, medication administration, and nutrition will be presented. "2+2" students completing this course will receive 2 semester hours credit with 4 hours held in escrow.
(3 hours lecture/9 hours lab and clinical per week)
* Required for ADN and LVN curriculums.

NURSING: BASIC NEEDS Ib

This course combines with Nursing: Basic Needs Ia for the non-"2+2" or generic student. Students will receive instruction that focuses on the basic knowledge and skills of medical terminology, communication skills, ethical and legal issues, safety and mobility, and health care past and present. Basic knowledge and skills in anatomy and physiology, first aid and emergency care, vital signs, infection control and asepsis, health career math and patient personal care skills are included. Students completing Basic Needs Ia and Ib will receive 6 semester hours of credit.
* Required for ADN and LVN curriculums.

NURSING: BASIC NEEDS II

(A continuation of Nursing: Basic Needs I)
A 6 hour course that applies to bio-psycho-social needs of patients in all age groups relating to circulation, physical regulation, sensation, perception, urinary elimination, fluid and electrolyte imbalance, and mental health. Focus is on applying theory of the nursing process to clinical problem solving. Emergency care is also included. Pharmacotherapy and nutrition are included with appropriate content.
(3 hours lecture/9 hours lab and clinical per week)
* Course required for ADN and LVN curriculums.

NURSING THROUGH THE LIFESPAN

A 6 hour course focusing on a nursing process approach to the bio-psycho-social needs of pediatric, adult and elderly patients, and families. Consideration is given to reproductive and obstetrical nursing. Alteration in health within the ages are included. (4 hours lecture/6 hours clinical per week).
* Course is required for ADN and LVN curriculums.

NURSING: COMPLEX NEEDS I

An 7 hour course assisting the student in analysis and evaluation of the nursing process for patients with complex disorders in integumentary, respiratory, gastrointestinal, musculoskeletal, immune, and sensory systems. Decision making skills and clinical problem solving are emphasized. Psychosocial considerations, pharmacotherapy, nutrition, safety, and advance skills are included within the units.
(4 hours lecture/12 hours lab and clinical per week)
* Course is required for ADN curriculum.

NURSING: COMPLEX NEEDS II

(A continuation of Nursing: Complex Needs I)
An 7 hour course that includes concepts of advanced medical-surgical nursing. Complex needs of patients with disorders of cardiovascular, neurological, endocrine, renal, and multisystem/emergency disorders across the lifespan are presented. A nursing process approach and critical thinking skills are expected. Psychosocial considerations, pharmacotherapy, nutrition, and safety skills are included within the units.
(4 hours lecture/12 hours clinical per week)
* This course is required for the ADN curriculum.

ENTRY INTO VOCATIONAL PRACTICE:

Trends, issues, and ethical-legal issues are covered within this 4 hour course. Communication and management skills required of vocational nurses are discussed. The clinical component focuses on utilizing previous skills in the coordination and performance of patient care and nursing process at an application/analysis level
(1 hours lecture/9 hours clinical per week)
* Course is required for LVN Curriculum.

ENTRY INTO PROFESSIONAL PRACTICE:

Trends, issues and ethical-legal concepts of professional nursing are covered within this 4 hour course. Consideration is given to leadership, team management, advanced communication, and patient teaching concepts utilized in the care of groups of patients. The clinical component focuses on analysis and evaluation of a nursing process approach to patient care.
(1 hours lecture/9 hours clinical per week)
Course required for ADN curriculum.

OCCUPATION: REGISTERED NURSE

JOB DESCRIPTION: REGISTERED NURSE

The registered nurse renders professional nursing care to patients independently or in conjunction with care provided by physicians and other health care providers pursuant to the objectives and policies of the employing institution. Functions autonomously in order to carry out the decision making process.

Utilizes the nursing process to provide care to patients in a variety of health care settings. Collects data about patients, identifies specific needs/problems, develops and maintains plan of care, implements a plan of action, and evaluates outcomes of the interventions. Performs nursing techniques for the comfort and well-being of the patient. Assists with treatments and procedures according to physician's orders and nursing care plans. Observes, records, and reports to supervisor or physician patients' conditions and reactions to drugs, treatments, and significant incidents. Maintains patients' medical records on nursing assessments, actions taken and patient responses. Maintains patient and staff confidentiality.

Provides emotional support to patient, family and significant others. Explains procedures and treatments ordered to gain patients' cooperation and allay apprehension. Educates patients and significant others on an ongoing basis including discharge planning and follow-up treatment. Functions as a patient advocate and a member of a multi-disciplinary team.

Serves as a positive role model and accepts responsibility in managing, supervising, and teaching Licensed Vocational Nurses, Nursing Assistants, Orderlies, and students. Delegates duties effectively. Demonstrates nursing techniques and procedures, and assists other personnel in rendering nursing care to patients. Effectively communicates with members of the multidisciplinary team.

Curriculum Objective:

The curriculum is designed to produce an individual with skills, knowledge, and abilities sufficient to sit for the National Council Licensure Examination for Registered Nurses and who performs safely and effectively in a variety of clinical settings as a professional nurse within the bounds of the Nurse Practice Act. Graduates will be able to care for patients with multidimensional health care needs/problems.

COURSES BY GRADE LEVEL AND CREDIT FOR RN

		Grade	Credits
Secondary			
	Health Careers I	11	2 - 3
*	Health Careers II	12	2 - 3
			4 - 6

SECONDARY PREREQUISITES FOR RN PROGRAM

Algebra I	Physical Science
Geometry	Biology I
Algebra II	Chemistry
	Anatomy and Physiology or Biology II

* Eligible to sit for State Examination for Nurse Aide Registry.

Postsecondary

		Grade	Credit
	Nursing Process	13	2
*	Nursing: Basic Needs Ia - Ib	13	2 - 6
	Nursing: Basic Needs II	13	6
	Nursing Through the Life Span	13	6
* *	Entry into Vocational Practice (LVN option)	13	(4)
	Nursing: Complex Needs I	14	7
	Nursing: Complex Needs II	14	7
	Entry to Professional Practice	14	4
			38 - 42

* Specific course objectives will be developed for the "2+2" student in Nursing: Basic Needs 1a. Four semester hours of credit will be held in escrow for Nursing: Basic Needs 1a for the student who has completed Health Careers I and II at the secondary level and will be placed on the student(s) academic record upon completion of Nursing: Basic Needs II and Nursing Through the Life Span with a grade of 75 or above in each course. (2 semester hours + 4 escrow = 6 semester hours).

* Specific objectives will be developed for the non "2+2" Student in Nursing: Basic Needs lb. (6 semester hours).

POST-SECONDARY - SUPPORT COURSES FOR RN and LVN PROGRAM

	Grade 13	14	Credit Hours
Introduction to Psychology	x		3
Computers in Nursing	x		1
Anatomy and Physiology I	x		4
Anatomy and Physiology II	x		4
College English	x		3
Chemistry	x		4
Sociology		x	3
Microbiology		x	4
Human Growth and Development		x	3
			29

Total — LVN Credit Hours 35 - 39
RN Credit Hours 67 - 71

* * End grade 13---Eligible to sit for National Council Licensure Examination for Practical Nurses

OCCUPATION: LICENSED VOCATIONAL NURSE

GENERIC JOB DESCRIPTION: LICENSED VOCATIONAL NURSE

A Licensed Vocational Nurse performs nursing tasks for which specific skills have been developed. Nursing care is provided to patients under the direction of the Registered Nurse or physician. An LVN may perform delegated tasks independently based upon the level of competence. The LVN effectively communicates in interpersonal relationships with patients, families, and other members of the health care team. The nursing process is utilized as a basis for developing and implementing a goal-oriented plan of care. The LVN may perform other duties as directed by the employing institution's policies.

CURRICULUM OBJECTIVE:

The curriculum is designed to produce an individual capable of using technical skills and providing bedside care for patients of all ages within the bounds of the Vocational Nurse Act. The curriculum will prepare students to sit for a National Council Licensure Examination for Practical Nurses.

EXIT POINT FOR LVN

Students may exit from the 2+2 Articulated Health Occupations Program to become a Licensed Vocational Nurse, by successfully completing the following courses and be eligible to sit for the National Council Licensure Examination for Practical Nurses.

COURSE TITLES:	Grade	Credits
<u>Secondary</u>		
Health Careers I	11	2 - 3
Health Careers II	12	2 - 3
		4 - 6
<u>Postsecondary</u>		
Nursing Process	13	2
* Nursing: Basic Needs Ia - Ib	13	2 - 6
Nursing: Basic Needs II	13	6
Nursing Through the Life Span	13	6
Entry to Vocational Practice	13	4
		20 - 24

* **Specific course objectives will be developed for the "2+2" student in Nursing: Basic Needs 1a. Four semester hours of credit will be held in escrow for Nursing: Basic Needs 1a for the student who has completed Health Careers I and II at the secondary level and will be placed on the student(s) academic record upon completion of Nursing: Basic Needs II and Nursing Through the Life Span with a grade of 75 or above in each course. (2 semester hours + 4 escrow = 6 semester hours).**

* **Specific objectives will be developed for the non "2+2" Student in Nursing: Basic Needs Ib. (6 semester hours).**

Postsecondary - Support Courses	13	14	**Credit Hours**
Anatomy and Physiology I	x		4
Introduction to Psychology	x		3
Anatomy and Physiology II	x		4
Computers in Nursing	x		1
College English	x		3
			15

OCCUPATION: NURSE AIDE

JOB DESCRIPTION:

A nurse aide or first level of this curriculum is the basic foundation upon which all of the following nursing education levels will rely. This level is best described as task oriented, with a beginning basic knowledge of underlying Nursing theory.

The nurse aide should demonstrate emotional maturity and a true concern for the well-being of another. The nurse aide performs task involved in providing nursing and personal care to patients under the supervision of qualified nursing staff members. Emphasis is on maintenance of daily living activities of these patients. The nurse aide should recognize and accept his/her limitations.

Nurse Aides are an integral and vital part of the health care team, since they are involved directly in the physical care of the patient.

It is expected that with the solid background offered the nurse aide by this curriculum, that he/she will be highly competent to function as a nurse aide.

CURRICULUM OBJECTIVE:

To produce individuals with skills and knowledge to provide basic nursing care.

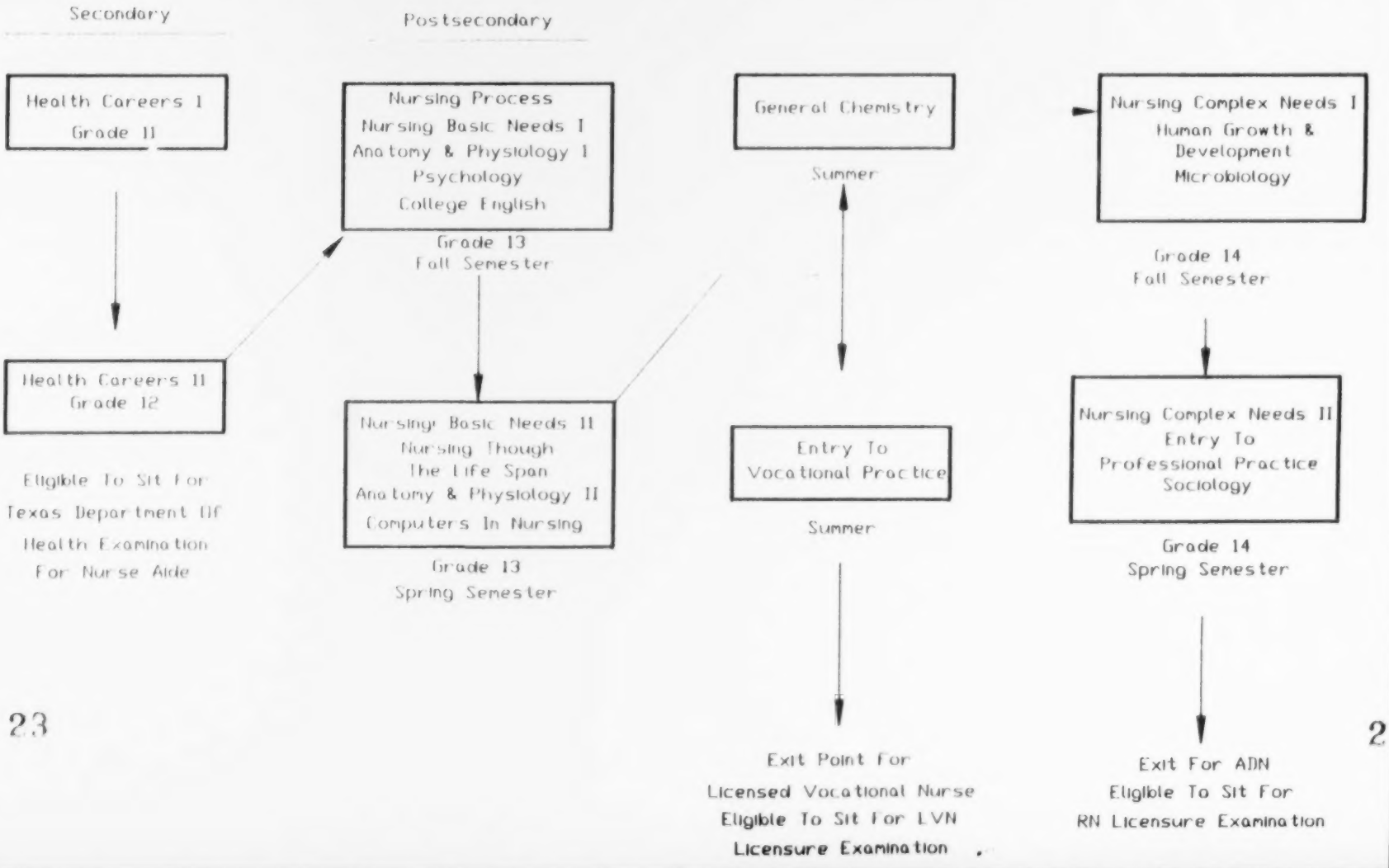
To provide the student with sufficient knowledge and skills to pass a manual skills and written examination administered by the Texas Department of Health for Registry as a Nurse Aide.

SECONDARY PREREQUISITIES::

Health Careers I

Other courses as determined by the student, parent, and counselor.

Curriculum Flow Chart With Exit Points For Nurse Aide, Licensed Vocational Nurse And Registered Nurse



Registered Nurse Curriculum
(2+2 Student)

Freshman Year

Fall Semester	Lecture	Lab.	Credit
Nursing Process	1	3	2
* Nursing: Basic Needs Ia	1	3	2
College English	3	0	3
Anatomy and Physiology I	3	4	4
Psychology	3	0	3
			14

Spring Semester	Lecture	Lab.	Credit
Nursing: Basic Needs II	3	9	6
Nursing Through the Life Span	4	6	6
Anatomy and Physiology II	3	4	4
Computers in Nursing	0	1	1
			17

Summer	Lecture	Lab.	Credit
General Chemistry	3	4	4

Sophomore Year

Fall Semester	Lecture	Lab.	Credit
Nursing: Complex Needs I	4	12	7
Human Growth and Development	3	0	3
Microbiology	3	4	4
			14

Spring Semester	Lecture	Lab.	Credit
Nursing: Complex Needs II	4	12	7
Entry to Professional Practice	2	6	4
Sociology	3	0	3
			14

* Specific course objectives will be developed for the "2+2" student in Nursing: Basic Needs Ia.

Four semester hours of credit will be held in escrow for Nursing: Basic Needs Ia for the student who has completed Health Careers I and II at the secondary level and will be placed on the student(s) transcript upon completion of Nursing: Basic Needs II (6 hrs.) and Nursing Through the Life Span (6 hrs.) with a grade of 75 or above in each courses.

Total Semester Hours 67

Registered Nurse Curriculum
(Non 2+2 Student)

Freshman Year

Fall Semester	Lecture	Lab.	Credit
Nursing Process	1	3	2
* Nursing: Basic Needs Ia-Ib	3	9	6
English	3	0	3
Anatomy and Physiology I	3	4	4
Psychology	3	0	3
			18

Spring Semester	Lecture	Lab.	Credit
Nursing: Basic Needs II	3	9	6
Nursing Through the Life Span	4	6	6
Anatomy and Physiology II	3	4	4
Computers in Nursing	0	1	1
			17

Summer	Lecture	Lab.	Credit
General Chemistry	3	4	4

Sophomore Year

Fall Semester	Lecture	Lab.	Credit
Nursing: Complex Needs I	4	12	7
Human Growth and Development	3	0	3
Microbiology	3	4	4
			14

Spring Semester	Lecture	Lab.	Credit
Nursing: Complex Needs II	4	12	7
Entry to Professional Practice	2	6	4
Sociology	3	0	3
			14

Total Semester Hours 67

* Specific course objectives will be developed for the non "2+2" student in Nursing: Basic Needs Ib.

Licensed Vocational Nurse Curriculum
(2+2 Student)

Freshman Year

Fall Semester	Lecture	Lab.	Credit
Nursing Process	1	3	2
* **Nursing Basic Needs Ia**	1	3	2
Anatomy and Physiology I	3	4	4
Introduction to Psychology	3	0	3
College English	3	0	3
			14

Spring Semester	Lecture	Lab.	Credit
Nursing: Basic Needs II	3	9	6
Nursing Through the Life Span	4	6	6
Anatomy and Physiology II	3	4	4
Computers in Nursing	0	1	1
			17

Summer	Lecture	Lab.	Credit
Entry to Vocational Practice	2	6	4

Four semester hours of credit will be held in escrow for Nursing: Basic Needs Ia for the student who has completed Health Careers I and II at the secondary level and will be placed on the student(s) transcript upon completion of Nursing: Basic Needs II (6 hrs.) and Nursing Through the Life Span (6 hrs.) with a grade of 75 or above in each courses.

Total Semester Hours 39

* **Specific course objectives will be developed for the "2+2" student in Nursing: Basic Needs Ia.**

Licensed Vocational Nurse Curriculum
(Non 2+2 Student)

Freshman Year

Fall Semester	Lecture	Lab.	Credit
Nursing Process	1	3	2
* Nursing: Basic Needs Ia-Ib	3	9	6
Anatomy and Physiology I	3	4	4
Introduction to Psychology	3	0	3
College English	3	0	3
			18

Spring Semester	Lecture	Lab.	Credit
Nursing: Basic Needs II	3	9	6
Nursing Through the Life Span	4	6	6
Anatomy and Physiology II	3	4	4
Computers in Nursing	0	1	1
			17

Summer	Lecture	Lab.	Credit
Entry to Vocational Practice	2	6	4

Total Semester Hours 39

* Specific course objectives will be developed for the non "2+2" student in Nursing: Basic Needs Ib.

DEFINITION OF TERMS

Advisory Committee: A group of employers and employees from outside the field of education who advise educators on the establishment and ongoing operation of training programs.

Affective Domain: Attitude, emotion, values clarification and appreciation objectives are included in the affective domain.

Articulation: Is a planned process linking technical/vocational programs and services to assist students in making a smooth transition from secondary to postsecondary institutions without experiencing delays or duplication of learning.

Cognitive Domain: Knowledge, thinking, understanding and problem solving objectives are included in the cognitive domain.

Competency-Based Education: Is designed to teach job related clusters of skills and knowledge, the mastery of which the basis upon which the student is evaluated, competency-based programs must possess the following characteristics:

1. Involvement of business and industry in the determination of the job competencies and the expected performance levels required for successful employment within a defined job or cluster of jobs.

2. Course sequence which allows the mastery of competencies leading to the satisfactory performance of all identified job competencies.

Competency: A grouping of tasks, knowledge, and attitudes needed for the performance of a job or function. The performance of a job or function may require the use of one or more competencies.

Criterion Referenced Evaluation: A testing (evaluation) technique that measures an individual's performance against a predetermined standard.

Course: Organized subject matter in which instruction is offered within a given period of time, and for which credit toward graduation or certification is usually given.

Course of Study: (1) Strictly, an official guide prepared for use by administrators, supervisors, and teachers of a particular school or school system as an aid to teaching in a given subject or area of study for given grade, combination of grades, or other designated class or instruction group; may include the aims of the course, the expected outcomes, and the scope and nature of the materials to be studied, with suggestions as to suitable instructional aides, textbooks, supplementary reading, activities, suggested learning experiences, teaching methods, and measurement of achievement; (2) sometimes loosely and incorrectly used as a synonym for curriculum.

Curriculum - pL Curricula: (1) A systematic group of courses or sequences of subjects required for graduation or certification in a major field or study, for example, social studies curriculum, physical education curriculum; (2) a general overall plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for graduation or certification or for entrance into a professional or a vocational field;

(3) a group of courses and planned experiences which a student has under the guidance of the school or college: may refer to what is intended, as planned courses and other activities or intended opportunities or experiences, or to what was actualized for the learner, as in actual educational treatment or all experiences of the learner under the direction of the school.

Curriculum Guide: A substitute for a formal course of study in which desirable content is suggested rather than prescribed; includes important goals and a variety of learning experiences, teaching aids, and evaluation techniques from which those considered best suited to a particular situation may be selected.

Element: The smallest step into which it is practicable to subdivide any work activity without analyzing separate motions, movements, and mental processes.

Essential Element: As used in this report an essential element is interpreted to mean; (1) fundamental skills/knowledge which are central (core) to the objectives of the instruction or curriculum being pursued; (2) a course of study; or (3) a unit of instruction if the course is of more than one semester in length.

Exit Points: Are specified points in the sequence of courses for a technical or occupational program at which a student may exit the program, receive a certificate, and possess the competencies required for employment in an identified occupation.

Individualized Instruction: A method of instruction that takes the needs and learning styles of the individual student into consideration to determine his/her best learning method. Instruction is said to be individualized as long as instructional decisions are based on meeting the learning needs of the individual student.

Job or Function: The major divisions of an occupation. Examples of the jobs or functions of a teacher are instruction, student guidance, professional development, etc. A job or function may be composed of one or more competencies necessary to complete a job or function.

Knowledge Test: A test used to assess mastery of knowledge (cognitive) tasks including both written and oral testing.

Mastery: A level of performance or achievement that meets a specified occupational standard.

Occupation: A specific occupation in an occupational division. A vocational instructor (teacher) is a specific occupation in the occupational division of education.

Occupational Division: Divisions or occupational areas within an occupational field or category. Education is a division of the field of professional occupations.

Occupational Field: A categorical clustering of occupations such as professional occupations, agricultural occupations, etc.

Performance Objective: A statement which describes what the learner must do to demonstrate mastery of a task. A performance statement contains a condition behavior, and a standard.

Performance Test: A test used to assess a student's mastery of a psychomotor skill.

Program Instructional: (1) An outline of the contemplated procedures, courses, and subjects offered by a school over a given period of time.

Program School: (1) The entire offering of the school. Including the out-of-class activities, and the arrangement or sequence of subjects and activities; syn. educational program; (2) syn. program of studies.

Program Vocational: A planned sequence of courses and/or activities to meet an occupational training objective. As used in this project they are defined and coded in the Classification of Instructional Programs, NCES, 1981.

Psychomotor Domain: Skill performance and "hands on" manipulative objectives are included in the psychomotor domain.

Task: Is composed of one or more elements and is a distinct and identifiable activity that constitutes logical and necessary steps in the performance of work.

"2+2" Programs: Are articulated, competency-based technical and vocational programs which link the last two years of secondary education with the first two years of postsecondary education to create a strong four-year curriculum which produces graduates with advanced skills. This type of articulation streamlines occupational program fundamentals in order to make room in the two-year postsecondary curriculum to teach more advanced technical skills than students would normally receive in a traditional or time-shortened program.

CURRICULUM OBJECTIVES

1. To develop a body of subject matter and planned learning experiences to prepare students for the nursing profession.

2. To relate this subject matter and learning experiences to be supportive to the health professionals.

3. To prepare students with competencies to assist qualified health professionals in providing diagnostic, therapeutic, preventive, restorative and rehabilitative services to patients in health care facilities.

BASIC COURSE OUTLINE

GRADE 14

NURSING: COMPLEX NEEDS I

NURSING: COMPLEX NEEDS I

COURSE OBJECTIVES

Upon successful completion of this course the learner will be able to:

1. Combine knowledge from the physical and behavioral sciences with nursing theory in the synthesis of plans of care.
2. Utilize the nursing process in providing care for ill and recovering medical-surgical patients with complex needs.
3. Adapt health assessment techniques to the needs of the patient with complex medical-surgical problems.
4. Integrate knowledge of sociocultural characteristics in planning care.
5. Accept individual responsibility and accountability in implementing the nursing process with patients experiencing complex needs.
6. Demonstrate competency in using appropriate nursing skills while caring for clients with complex medical-surgical needs.

COMPETENCIES FOR NURSING:
COMPLEX NEEDS I

I. CONCEPTS BASIC TO NURSING

Demonstrate an understanding of the scope and standards of nursing practice with patients experiencing complex needs.

II. INTEGUMENTARY SYSTEM

Demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the integumentary system.

III. IMMUNE SYSTEM

Demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the immune system.

IV. SENSORY SYSTEM

Demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the sensory system.

V. MUSCULOSKELETAL SYSTEM

Demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the musculoskeletal system.

VI. GASTROINTESTINAL SYSTEM

Demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the gastrointestinal system.

VII. RESPIRATORY SYSTEM

Demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the respiratory system.

VIII. LEARNING LABORATORY (or SKILLS)

a. **NASOGASTRIC INTUBATION**

Insert, Irrigate and remove a nasogastric tube.

b. **ENTERAL FEEDINGS**

Perform an enteral feeding.

c. **INTRAVENOUS MEDICATION ADMINISTRATION**

Administer intravenous medication.

d. **VENIPUNCTURE**

Perform a venipuncture and discontinue an IV.

e. **CENTRAL LINES**

Irrigate a central line and perform a central line dressing change.

f. **BLOOD TRANSFUSIONS**

Administer blood and blood products.

g. **ARTIFICIAL AIRWAYS AND SUCTIONING**

Perform tracheotomy care and suction the airway.

h. **CLOSED CHEST DRAINAGE**

Provide care for the patient with a chest drainage system.

i. **CENTRAL VENOUS PRESSURE (CVP) LINES**

Measure central venous pressure and provide nursing care for patient undergoing cup monitoring.

IX. CLINICAL OBJECTIVES

Provide total care for two patients with complex disorders of the integumentary, respiratory, gastrointestinal, musculoskeletal, immune or sensory system.

SUGGESTED TIME ALLOCATION

NURSING: COMPLEX NEEDS I

		LECTURE	LABORATORY
I.	Concepts Basic to Nursing	1 week	a.
II.	Integumentary System	1 week	b.
	Examination I	1 week	c.
III.	Immune System	2 weeks	d.-e.
IV.	Sensory System	1 week	f.
	Examination II	1 week	g.
V.	Musculoskeletal System	1 week	h.
VI.	Gastrointestinal System	2 weeks	i.
	Examination III	1 week	
VII.	Respiratory System	3 weeks	
	Final Examination	1 week	
		15 weeks	

COURSE DESCRIPTION

NURSING: COMPLEX NEEDS I

An 7 hour course assisting the student in analysis and evaluation of the nursing process for patients with complex disorders in integumentary, respiratory, gastrointestinal, musculoskeletal, immune, and sensory systems. Decision making skills and clinical problem solving are emphasized. Psychosocial considerations, pharmacotherapy, nutrition, afety, and advance skills are included within the units.
(4 hours lecture/12 hours lab and clinical per week)
* Course is required for ADN curriculum.

UNITS OF STUDY

I. Concepts Basic to Nursing

II. Integumentary System

III. Immune System

IV. Sensory System

V. Musculoskeletal System

VI. Gastrointestinal System

VII. Respiratory System

VIII. Learning Laboratory (or Skills)

- a. Nasogastric Intubation
- b. Enteral Feedings
- c. Intravenous Medication Administration
- d. Venipuncture
- e. Central Lines
- f. Blood Transfusions
- g. Artificial Airways and Suctioning
- h. Closed Chest Drainage
- i. Central Venous Pressure (CVP) Lines

IX. Clinical Objectives

COURSE: NURSING: COMPLEX NEEDS I

Unit I: Concepts Basic to Nursing

Terminal Objective: -

Given proper text and lecture/discussion, the learner will demonstrate an understanding of the scope and standards of nursing practice with patients experiencing complex needs, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s) The learner will:

1. Combine knowledge from the behavioral and physical sciences with nursing knowledge to develop plans of care.
2. Adapt health assessment techniques to the needs of patients with complex illnesses.
3. Identify teaching/learning needs (e.g., pharmacology, nutrition) of patients and families in a variety of situations during the assessment process.
4. Differentiate between acute and chronic illness in terms of physiologic and psychologic adaption.
5. Describe therapeutic regimens for acute and chronic illness.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES: Case histories for discussion

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

OURSE: NURSING: COMPLEX NEEDS I

nit II: Integumentary System

erminal Objective: -

Given proper text and lecture/discussion, the learner will demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the integumentary system, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

nabling Objective(s) The learner will:

1. Describe the symptoms, course of disease, and common treatment of complex disorders of the integumentary system (e.g. multiple myeloma, breast cancer).
2. Recognize and assist with the profound psychological problems that may arise in connection with complex disorders of the integumentary system.
3. Apply the nursing process for patients experiencing complex disorders of the integumentary system.

EACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

EFERENCES:

QUIPMENT/SUPPLIES: Case histories for discussion

VALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: COMPLEX NEEDS I

Unit III: Immune System

Terminal Objective: -

Given proper text and lecture/discussion, the learner will demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the immune system, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s) The learner will:

1. Discuss normal and abnormal psychophysiological responses to injury.
2. Describe treatment of wound complications.
3. Apply the nursing process in caring for a patient experiencing anaphylaxis.
4. Describe dangerous side effects of corticosteriods.
5. Explain potential triggers for and pathology of the autoimmune response.
6. List 4 illnesses thought to be autoimmune in nature.
7. Apply the nursing process in caring for patients experiencing autoimmune disease.
8. Discuss the health, legal, and ethical issues to be considered when caring for the immunesuppressed patient.
9. Formulate nursing measures to prevent infectious hematologic disorders.
10. Evaluate nursing management of patients with AIDS and their significant others.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

URSE: NURSING: COMPLEX NEEDS I

t IV: Sensory System

minal Objective: -

Given proper text and lecture/discussion, the learner will demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the sensory system, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

abling Objective(s) The learner will:

1. Understand the pathaphysiology of major eye, ear, nose, and throat disorders (e.g., cancer of larynx, glaucoma).
2. List the symptoms of these disorders and their significance.
3. Describe major treatment modalities for these disorders and their significance.
4. Apply the nursing process, including pre- and post-operative care, for patients experiencing these disorders.
5. Recognize the psychosocial stress felt by patients with disorders of the eye, ear, nose, and throat.
6. Prepare a teaching plan based on prevention and care of complex disorders of eye, ear, nose, and throat.

ACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

FERENCES:

UIPMENT/SUPPLIES:

ALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: COMPLEX NEEDS I

Unit V: Musculoskeletal System

Terminal Objective: -

Given proper text and lecture/discussion, the learner will demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the musculoskeletal system, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s) The learner will:

1. Discuss the purposes and processes of various therapeutic measures used in the treatment of complex musculoskeletal problems (e.g., hip fractures, multiple trauma).
2. Describe signs and symptoms of potential life-threating complications associated with complex musculoskeletal problems (e.g., fat emboli, pulmonary emboli, septic shock).
3. Identify nursing interventions to prevent and treat these complications.
4. Apply nursing process to the prevention and treatment of musculoskeletal complications.
5. Explain outcome criteria for discharge teaching of the patient with complex musculoskeletal problems.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

OURSE: NURSING: COMPLEX NEEDS I

it VI: Gastrointestinal System

rminal Objective: -

Given appropriate text, lecture/discussion and clinical experience the learner will demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the gastrointestinal system, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

abling Objective(s) The learner will:

1. Describe in detail the clinical problems, etiologies, and underlying pathophysiologies most frequently associated with complex disorders of the liver, biliary tract and pancreas (e.g., pancreatitis, uncontrolled diabetes, hepatic encephalopathy, portal hypertension.
2. Recognize pertinent assessments for these disorders and associated nursing diagnoses.
3. Discuss specific diagnostic procedures and appropriate patient care/teaching.
4. Describe the therapeutic procedures used for complex disorders of the liver, biliary tract and pancreas.
5. Discuss pre- and post-operative nursing measures for the patient with these disorders.
6. Discuss nursing measures appropriate for each level of gastrointestinal tract function, including diagnostic tests performed for esophagus, stomach and bowel disorders.
7. Explain the nursing process for complex disorders of the esophagus, stomach and bowel (e.g., perforated G.I. ulcer, inflammatory bowel disease).
8. Describe the nutritional impact of complex disorders of the esophagus, stomach and bowel.
9. Describe the surgical and nonsurgical therapies for treatment of these disorders, including appropriate nursing process for each.

EACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

EFERENCES:

QUIPMENT/SUPPLIES:

VALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: COMPLEX NEEDS I

Unit VII: Respiratory System

Terminal Objective: -

Given proper text and lecture/discussion, the learner will demonstrate an understanding of the physical and emotional needs of patients/families with complex disorders of the respiratory system achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s) The learner will:

1. Discuss the nurse's role in preparing patient/family both physically and psychologically for the procedures and emotions they may experience during diagnosis and evaluation of complex respiratory disorders (e.g., pulmonary function tests, arterial blood gases).
2. Recognize common signs/symptoms and underlying pathophysiology experienced by patients with complex respiratory disorders (e.g., acute respiratory failure, ARDS, pulmonary embolus, chest trauma).
3. Identify ways to decrease nonproductive coughing and make coughing more effective.
4. Explain the usual clinical care and surgical procedures for patients with complex disorders of the respiratory system.
5. Identify nursing process in pre- and post-operative care following chest surgery.
6. Prepare a teaching plan for patient/family regarding nutritional needs, and rehabilitative processes.
7. List drugs commonly administered to patients with complex respiratory disorders and describe their actions, uses and side effects.
8. Explain measures which may prevent complex respiratory disorders.
9. Identify economic, social, and emotional pressures experienced by patients/families with these disorders.
10. Apply nursing process to patients with short-and-long term complex disorders of the respiratory system.
11. Compare the advantages/disadvantages and therapeutic use of pressure cycled and volume-cycled ventilators.
12. Apply nursing process to the critically ill patient experiencing actual or potential airway compromise.
13. Plan nursing process for the patient experiencing ventilator support.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

QUIPMENT/SUPPLIES:

VALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

OURSE: NURSING: COMPLEX NEEDS I

Nasogastric Intubation (Skills Laboratory) Unit I

rminal Objective: -

Given proper text, demonstrations, and simulation experiences, the learner will insert, irrigate, and remove a nasogastric tube, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

abling Objective(s) The learner will:

1. Identify four reasons for gastrointestinal intubation.
2. Differentiate between gavage, lavage and decompression.
3. Assemble all equipment needed to insert and irrigate a nasogastric tube.
4. Explain the intended use of each piece of equipment.
5. Explain the procedure to the patient.
6. Position the patient correctly for the procedure.
7. Correctly measure the length of NG tube to be inserted.
8. Describe methods to facilitate passage of the tube.
9. Perform at least three methods to test for correct placement of the NG tube in the stomach.
10. Tape the NG tube properly to the patient's nose.
11. Correctly irrigate an NG tube.
12. Correctly remove an NG tube, and assist patient with oral care.
13. Document all pertinent information.
14. Describe comfort measures for a patient with an NG tube.

EACHING METHODS:

( ) LECTURE
(X) LABORATORY
(X) AUDIO-VISUAL
(X) CLINICAL

EFERENCES:

QUIPMENT/SUPPLIES:

Straw
Glass of water
Stethoscope
NG tube(s)
Simulator manikin
Water soluble lubricant (KY jelly)
Tape
Safety pin
Irrigation set, saline
Suction set-up
Towel
Chart forms

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

OURSE: NURSING: COMPLEX NEEDS I

Enteral Feedings (Skills Laboratory) Unit II

erminal Objective: -

Given proper text, demonstrations and simulation experiences, the learner will perform an enteral feeding, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

nabling Objective(s) The learner will:

1. Differentiate NG tubes, gastrostomy tubes, and jejunostomy tubes in relation to purpose, placement, and specific nursing interventions.
2. Discuss pathophysiologic processes that result in nutritional deficits.
3. Identify signs and symptoms of specific nutritional deficits.
4. Discuss content, indications, and side effects of selected feeding mixtures.
5. Assemble all equipment needed to do an enteral feeding, explaining the intended use of each piece.
6. Explain the procedure to the patient.
7. Position the patient correctly and check for placement of the tube.
8. Evaluate, if appropriate, rate/amount of gastric emptying prior to doing the feeding.
9. Correctly instill the ordered amount of feeding mixture or nutritional supplement.
10. Document all pertinent information

EACHING METHODS:

( ) LECTURE
(X) LABORATORY
(X) AUDIO-VISUAL
(X) CLINICAL

EFERENCES:

QUIPMENT/SUPPLIES:

Stethoscope
Asepto syringe, irrigation set, saline
NG tube, jejunostomy tube, gastrostony tube
Simulator manikin
Towel
Chart forms
Feeding solution

VALUATION:

(X) PERFORMANCE TEST
(X) KNOWLEDGE TEST

COURSE: NURSING: COMPLEX NEEDS I

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c. Intravenous Medication Administration (Skill Laboratory) Unit II

Terminal Objective:

Given proper text, demonstrations and simulation experiences, the learner will administer intravenous medication, achieving 85% mastery on the knowledge test and 100% mastery on the performance text.

Enabling Objective (s)

The learner will:

1. Identify equipment utilized to administer intravenous medication through a buretrol, with a piggyback/secondary system, and IV push.
2. Identify pertinent information that should be charted.
3. Demonstrate how to administer medication:
   a. through a buretrol
   b. with a piggyback/secondary system
   c. IV Push
4. Discuss nursing responsibilities associated with intravenous medications.
5. Identify side effects and adverse effects of specific medications commonly ordered intravenously.
6. Chart pertinent information appropriately in a timely manner.

TEACHING METHODS:

( ) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

IV arm simulators
IV stands
IV solutions
IV tubing (primary line)
IV tubing (secondary, piggyback
Buretrol, heparin lock, central lines
Syringes
Needles
Alcohol wipes
Simulation medication vials and ampules
Chart forms

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: COMPLEX NEEDS I

d. Venipuncture (Skills Laboratory) Unit III

Terminal Objective:

Given proper text, demonstrations and simulation experiences, the learner will perform a venipuncture and discontinue an IV, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective (s) The learner will:

1. Identify factors which influence the choice of a needle and the site for starting and IV.
2. Identify various types of needles and catheters utilized to administer intravenous fluids.
3. Explain the principles of asepsis.
4. Identify signs and symptoms which indicate complications of:
   a. infiltration
   b. Thrombophlebitis
   c. pyogenic reaction
   d. speed shock
   e. air embolism
   f. circulatory overload
5. Set up the equipment to start and intravenous infusion.
6. Correctly perform a venipuncture, using a butterfly needle.
7. Correctly perform a venipuncture, using an angio-cath.
8. Demonstrate appropriate taping and use of an armboard to secure the IV needle and arm.
9. Correctly regulate the flow rate of an IV infusion, using various types of equipment.
10. Discontinue and IV using appropriate technique.
11. Chart pertinent information about IV therapy.

TEACHING METHODS:

( ) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

IV arm simulators
IV stands
IV solutions
IV tubing
IV start kits
Tape
Armboards
Chart forms

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: COMPLEX NEEDS I

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e. Central Lines (Skills Laboratory) Unit III

Terminal Objective:

Given proper text, demonstrtions, and simulation experiences, the learner will irrigate a central line and perform a central line dressing change, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Explain the purpose of total parenteral nutrition TPN.
2. Identify 3 conditions which might necessitate the use of TPN.
3. Describe the major access routes for hyperalimentation and give the rationale for each.
4. Identify six nursing implications for the use of TPN.
5. Demonstrate irrigation of the central line.
6. Perform appropriately a central venous line dressing change.
7. Describe potential complications associated with the use of central lines and the appropriate nursing response for each.
8. Document all procedures appropriately.

TEACHING METHODS:

( ) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

IV mannikins
IV stand
IV solutions
IV tubing
Central line dressing kits (mask, gloves, tape, acetone, betadine)
Tape
Dressing
Chart forms

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: COMPLEX NEEDS I

f. Blood Transfusions (Skills Laboratory) Unit IV

Terminal Objective:

Given proper text, demonstrations and simulation experiences, the learner will administer blood and blood products, achieving 85% mastery on the knowledge test and 100% mastery on the performance text.

Enabling Objective (s)

The learner will:

1. Identify pertinent information that should be charted during administration of blood and/or blood products.
2. Identify blood components which may be given instead of whole blood.
3. Describe signs and symptoms of allergic and incompatibility transfusion reactions.
4. Explain the procedure to be followed when an allergic or incompatibility reaction occurs.
5. Identify factors which influence the choice of needle and site for starting a blood transfusion.
6. Explain which IV solutions may/may not be infused with blood and the rationale for each.
7. Demonstrate familiarity with a variety of blood catheters, filters, and needles.
8. Set up the appropriate equipment and administer blood/blood products:
    a. Check patient's name
    b. Check patient's blood type
    c. Check patient's hospital number
    d. Check transfusion number
    e. Check expiration date
9. Correctly monitor the patient receiving a transfusion of blood/blood products.
10. Chart all pertinent information.

TEACHING METHODS:

( ) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

IV simulators
IV stands
Saline solution
"blood" solution
blood tubing, filters
#18, 16 angiocaths
Tape
IV start kits
Chart forms

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: COMPLEX NEEDS I

g. Artificial Airways and Suctioning (Skill Laboratory) Unit IV

Terminal Objective:

Given proper text, demonstrations, and simulation experience, the learner will perform tracheostomy care and suction the airway, achieving 85% mastery on the knowledge test and 100% masetery on the performance test.

Enabling Objective (s)

The learner will:

1. Demonstrate the proper procedure for suctioning through a tracheostomy or endotracheal tube, including:
    a. maintenance of sterility
    b. proper size of suction catheter
    c. correct length of time to apply suction
    d. prevention of damage to tracheal mucosa
    e. prevention of hypoxia during suctioning
    f. positioning of patient during procedure
2. Identify different types of tracheostomy tubes and the parts of each tube.
3. Correctly inflate and deflate a tracheostomy cuff, explaining the rationale for doing so.
4. Perform tracheostomy care and change the tracheostomy dressing.
5. List the indications for performing a tracheostomy.
6. Explain the possible complications with a tracheostomy.
7. Chart all pertinent information about the procedures performed.

TEACHING METHODS:

( ) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

Tracheostomy simulators
Suction equipment
Suction catheters, sterile gloves
syringes, saline
Tracheostomy tubes, cuffed
Tracheostomy tubes, uncuffed
Tracheostomy care kits, dressings
Saline, hydrogen peroxide
Chart forms

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: COMPLEX NEEDS I

h. Closed Chest Drainage (Skills Laboratory) Unit V

Terminal Objective:

Given appropriate text, demonstration and simulation experience, the learner will safely provide care for the patient with a chest drainage system, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective (s) The learner will

1. State the purpose (s) of closed chest drainage
2. Explain the function of:
   a. one-bottle water seal drainage systems
   b. two-bottle drainage systems attached to suction
   c. straight water-seal chest drainage suctions
3. Compare the standard two-bottle chest drainage system to disposable types of equipment for chest drainage.
4. Describe the procedure for insertion and removal of chest tubes.
5. Set up a chest drainage system.
6. Measure fluid drainage levels in a patient with a chest drainage system.
7. Assess chest tube site, tubing connection and suction apparatus for proper function.
8. Describe appropriate nursing actions when a problem is assessed in function.
9. List safety measures for a patient with closed chest drainage.
10. Explain appropriate interventions should the drainage system become dislodged or disconnected accidentally.
11. "Milk" or "strip" the tubing appropriately and explain the rational for doing so.
12. Chart appropriate observations.

TEACHING METHODS:

( ) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

Mannikin simulator
Suction set-up
Hemostats
Chart forms
Closed chest drainage system (s)
Vaseline gauge
Tape
Chest tube

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

56

COURSE: NURSING: COMPLEX NEEDS I

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i. Central Venous Pressure (CVP) Lines (Skill Laboratory) Unit VI

Terminal Objective:

Given proper text, demonstrations and simulation experiences, the learner will measure central venous pressure and provide nursing care for patient undergoing CVP monitoring, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective (s)

The learner will:

1. Define Central Venous Pressure (CVP).
2. Identify where the CVP catheter is placed for correct readings and how placement is determined by X-ray.
3. State normal values for CVP and the significance of deviations from normal.
4. Identify the equipment needed to insert a CVP line and take measurements.
5. Measure CVP.
6. Provide care for a patient with a CVP line including:
   a. care of insertion site
   b. measures to prevent infection
   c. care of manometer
7. Chart appropriate information.

TEACHING METHODS:

( ) LECTURE

(X) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

Simulator Mannikins	Central Line IV Catheters
IV Solutions	Sterile Dressing Kit
IV Tubing	CVP Manometers
Chart forms	Tape

EVALUATION: (X) PERFORMANCE TEST

(X) KNOWLEDGE TEST

COURSE: NURSING: COMPLEX NEEDS I

Unit IX: Clinical Objectives

Terminal Objective:

Given proper text and clinical supervision, the learner will provide total care for 2-3 patients with complex disorders of the integumentary, respiratory, gastrointestinal, musculoskeletal, immune or sensory systems, achieving 100% mastery on the clinical behavior performance evaluation.

Enabling Objective (s) The learner will:

1. Demonstrate appropriate decision-making skills through consistently well-organized and prioritized behavior.
2. Assess total patient system (physical, physiological, psychological, social and cultural) for patients in general medical-surgical settings.
3. Utilize clinical problem-solving to plan and carry out appropriate individualized nursing interventions for patients in general medical-surgical settings.
4. Demonstrate responsibility and accountability for own actions.
5. Document care of patients appropriately.
6. Establish effective interpersonal relations/communications with health team members, patients, families and instructors.
7. Provide consistently safe and conscientious nursing interventions.
8. Utilize nursing process to meet patient needs.
9. Perform learned skills competently.

TEACHING METHODS:

( ) LECTURE

( ) LABORATORY

( ) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

As use in facility.

EVALUATION: (X) PERFORMANCE TEST (Application in clinical setting)

( ) KNOWLEDGE TEST

"2+2 ARTICULATED CURRICULUM FOR HEALTH OCCUPATIONS"

NURSING

NURSING: COMPLEX NEEDS II

A BASIC COURSE OUTLINE

Paris Independent School District
Paris, Texas

Paris Junior College
Paris, Texas

June 1990

NURSING: COMPLEX NEEDS II

COURSE OBJECTIVES

Upon successful completion of this course the learner will be able to:

1. Combine knowledge from the physical and behavioral sciences with nursing theory in the synthesis of plans of care.

2. Through the nursing process, formulate and implement personalized care for individuals with complex and multisystem needs across the lifespan and their families.

3. Implement nursing roles which encompass individual responsibility and accountability in acute care settings.

4. Integrate knowledge of sociocultural characteristics in planning care.

5. Demonstrate competency in selecting and performing nursing skills while caring for patients with complex and multisystem needs across the lifespan.

COMPETENCIES FOR NURSING: COMPLEX NEEDS II

I. CARDIOVASCULAR (CV) SYSTEM

Demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the cardiovascular system.

II. RENAL SYSTEM

Demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the renal system.

III. ENDOCRINE SYSTEM

Demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the endocrine system.

IV. NEUROLOGICAL SYSTEM

Demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the endocrine system.

V. MULTISYSTEM DISORDERS ACROSS THE LIFESPAN

Demonstrate understanding of the physical and emotional needs of patients/families with multisystem disorders across the lifespan.

VI. CLINICAL OBJECTIVES

Provide care for three-four patients with complex needs and/or multisystem disorders of the cardiovascular, neurological, endocrine, obstetrical and renal systems.

SUGGESTED TIME ALLOCATION

NURSING: COMPLEX NEEDS II

I.	Cardiovascular (CV) System	2 weeks
	Examination I	1 week
II.	Renal System	3 weeks
III.	Endocrine System	1 week
	Examination II	1 week
IV.	Neurological	2 weeks
	Examination III	1 week
V.	Multisystem Disorders Across the Lifespan	3 weeks
	Final Examination	1 week
		15 weeks

COURSE DESCRIPTION

NURSING: COMPLEX NEEDS II

(A continuation of Nursing: Complex Needs I)
An 7 hour course that includes concepts of advanced medical-surgical nursing. Complex needs of patients with disorders of cardiovascular, neurological, endocrine, renal, and multisystem/emergency disorders across the lifespan are presented. A nursing process approach and critical thinking skills are expected. Psychosocial considerations, pharmacotherapy, nutrition, and safety skills are included within the units.
(4 hours lecture/12 hours clinical per week)
* This course is required for the ADN curriculum.

COURSE: NURSING: COMPLEX NEEDS II

Unit I: Cardiovascular (CV) System

Terminal Objective: -

Given proper text and lecture/discussion, the learner will demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the cardiovascular system, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s) The learner will:

1. State the psychophysiologic principles for assessing and treating persons with complex disorders of the cardiovascular system e.g. (myocardial, infarction, shock, CV surgery, pacemakers, pericarditis, hypertensive crises).
2. Identify populations at risk for developing these disorders.
3. Explain drugs commonly used in treating complex cardiovascular disorders and their side effects.
4. Apply nursing process to patients experiencing complex disorders of the cardiovascular system.
5. Develop a teaching plan to aid the patient/family in understanding the pathology, diagnostic tests and change of lifestyle associated with complex disorders of the cardiovascular system.
6. Discuss the psychosocial implications of complex cardiovascular dysfunction for the patient/family.
7. Explain the underlying physiologic principles of hemodynamic monitoring techniques used in the care of the critically ill cardiovascular patient.
8. Compare and contrast clinical signs associated with different types and degrees of shock.
9. Formulate appropriate pre- and post-operative nursing care for patients having cardiac or cardiovascular surgery.
10. Describe the therapeutic implications for temporary and permanent cardiac pacing including nursing management, and emphasizing the prevention of potential complications.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES: Case histories for discussion

EVALUATION: (X) PERFORMANCE TEST (Application in clinical setting)
(X) KNOWLEDGE TEST

COURSE: NURSING: COMPLEX NEEDS II

Unit II: Renal System

Terminal Objective: -

Given appropriate text and lecture/discussion, the learner will demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the renal system, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s) The learner will:

1. Identify patients at risk for developing metabolic, fluid, and electrolyte imbalances.
2. Identify clinical signs/symptoms and underlying pathophysiology of complex disorders of the renal system (e.g., acute and chronic renal failure, transplants).
3. Correlate clinical assessment data and laboratory findings into specific acid/base and fluid/electrolyte disturbances.
4. Describe in detail a plan of care for the patient with the above disorders, from both preventive and acute care perspectives.
5. Explain interventions for the acute, chronic and education needs of patients/families with complex disorders of the renal system.
6. Describe common medications used for these disorders and nursing implications of each.
7. Compare and contrast clinical indications, modes of action, potential complications, and nursing management of patients undergoing peritoneal dyalisis and hemodyalisis.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES: Case histories for discussion

EVALUATION: (X) PERFORMANCE TEST (Application in clinical setting)
(X) KNOWLEDGE TEST

COURSE: NURSING: COMPLEX NEEDS II

Unit III: Endocrine System

Terminal Objective: -

Given appropriate text and lecture/discussion, the learner will demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the endocrine system, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s) The learner will:

1. Identify and justify diagnostic procedures used in the assessment of complex disorders of the endocrine system (e.g., thyrotoxic crises, hypoparathyroidism, acute adrenal insufficiency, inappropriate secretion of ADH).
2. Evaluate the influence of complex endocrine disorders on other body systems.
3. Formulate nursing process for high acuity patients experiencing complete endocrine disorders.
4. Compare and contrast the pathophysiologic effects of hormone hypersecretion and hyposecretion.
5. Discuss nursing implications for laboratory and diagnostic procedures used to evaluate complex endocrine disorders.
6. Discuss the psychological implications of changes in body image and lifestyle necessitated by complex endocrine disorders.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES: Case histories for discussion

EVALUATION: (X) PERFORMANCE TEST (Application in clinical setting)

(X) KNOWLEDGE TEST

COURSE: NURSING: COMPLEX NEEDS II

Unit IV: Neurological System

Terminal Objective: -

Given appropriate text and lecture/discussion, the learner will demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the neurological system, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective(s) The learner will:

1. Relate the pathophysiologic basis for signs and symptoms noted in complex disorders of the neurological system. (e.g., space - occupying/esions, closed head injuries, skull fracture, ICP monitoring, meningitis, seizures, guillian-barre syndrome, myasthenia gravis, craniotomy neurosurgery).
2. Recognize the profound physical, psychological, social and sexual adjustments faced by persons who experience these disorders.
3. Apply nursing process to patients/families with complex disorders of the neurological system, in both acute and rehabilitative settings.
4. Utilize the neurologic examination with a patient in an altered state of consciousness.
5. Evaluate fluid and electrolyte imbalances commonly seen in complex neurological dysfunction.
6. Plan nursing care appropriate for neurological diagnostic tests and treatment modalities, including specialized pre- and post-operative needs.
7. Describe the treatment modalities used in the management of complex neurological disorders.
8. Include the care of the other body systems in the nursing management of a patient with complex neurological dysfunction.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES: Case histories for discussion

EVALUATION: (X) PERFORMANCE TEST (Application in clinical setting)
(X) KNOWLEDGE TEST

COURSE: NURSING: COMPLEX NEEDS II

Unit V: Multisystem Disorders Across the Lifespan

Terminal Objective: -

Given appropriate text and lecture/discussion, the learner will demonstrate understanding of the physical and emotional needs of patients/families with multisystem disorders across the lifespan, achieving 85% mastery on the knowledge test and 100% on the performance test.

Enabling Objective(s) The learner will:

1. Utilize pertinent nursing assessments on patients in emergency and multisystem disorders across the lifespan (e.g., multiple trauma, medical - surgical emergencies, psychiatric emergencies, substance abuse, obstetrical/gynecological emergencies, pediatric/emergencies, and burns).
2. Prioritize the nursing management of patients experiencing emergency and multisystem disorders.
3. Discuss treatment modalities in emergency and multisystem disorders.
4. Apply nursing process for patients/families experiencing physical and/or psychosocial stress in these situations.
5. Evaluate nursing management of problems arising from the effects of multisystem and emergency disorders.
6. Discuss causes of multisystem and emergency disorders.
7. Estimate the severity of burns
8. Evaluate the nursing role in prevention, acute management, or rehabilitative management of patients experiencing multisystem or emergency disorders.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES: Case histories for discussion

EVALUATION: (X) PERFORMANCE TEST (Application in clinical setting)
(X) KNOWLEDGE TEST

OURSE: NURSING: COMPLEX NEEDS II

nit VI: Clinical Objectives

rminal Objective: -

Given appropriate clinical supervision and application the learner will provide care for 3-4 patients with complex needs and/or multisystem disorders (cardiovascular, neurological, endocrine, obstetrical and renal) achieving 100% mastery on the clinical behavior performance evaluation.

abling Objective(s) The learner will:

1. Consistently demonstrate well organized prioritized behavior, reflecting critical thinking skills.
2. Assess the total patient system in high acuity settings.
3. Utilize clinical judgement and problem-solving to formulate and carry out appropriate individualized nursing interventions for patients in high acuity settings.
4. Demonstrate assumption of responsibility and accountability for own actions.
5. Document care of patients appropriately and comprehensively.
6. Establish effective interpersonal relations/communications with health care team members, patients, families and instructors, reflecting understanding of psychosocial and teaching/learning dynamics.
7. Provide consistently safe and conscientious nursing interventions.
8. Incorporate a broad knowledge base in formulating nursing process (e.g., nutrition, pharmacology, psychology, physiology, sociology).
9. Utilize the nursing process to meet patient needs.
10. Perform learned skills competently.

EACHING METHODS:

( ) LECTURE

( ) LABORATORY

( ) AUDIO-VISUAL

(X) CLINICAL

EFERENCES:

QUIPMENT/SUPPLIES: As used in facility

VALUATION: (X) PERFORMANCE TEST (Application in clinical setting)
( ) KNOWLEDGE TEST

"2+2 ARTICULATED CURRICULUM FOR HEALTH OCCUPATIONS"

NURSING

ENTRY INTO PROFESSIONAL PRACTICE

A BASIC COURSE OUTLINE

Paris Independent School District
Paris, Texas

Paris Junior College
Paris, Texas

June 1990

ENTRY INTO PROFESSIONAL PRACTICE

COURSE OBJECTIVES

At the successful completion of this course, the learner will be able to:

1. Demonstrate the ability to perform the roles and responsibilities of a nurse managing the care of a group of patients.

2. Synthesize and implement management principles, advanced communication skills, and the evaluation process in the delivery of nursing care.

3. Incorporate ethics, standards, policies, and legal sensitivity into nursing practice.

4. Collaborate with physicians and other health care providers to provide and evaluate nursing care.

COMPETENCIES FOR ENTRY INTO PROFESSION PRACTICE

Unit I — Professional Issues in Nursing

Demonstrate understanding of complex trends and issues in professional nursing practice.

Unit II — Legal and Ethical Framework for Nursing Practice

Demonstrate understanding and incorporation of the legal and ethical principles on which nursing practice is based.

Unit III — Advanced Communication Principles

Demonstrate understanding and application of the advanced communication principles necessary for effective nursing management.

Unit IV. — Management Skills for Patient Care

Demonstrate understanding and application of management skills for patient care.

Unit V. — Evaluation Processes

Demonstrate understanding and application of the evaluation processes necessary for effective management of nursing care.

Unit VI. — Clinical Objectives

Demonstrate and develop skills in management of multi-patient care through application of the principles of management, advanced communication, and evaluation.

SUGGESTED TIME ALLOCATION

ENTRY INTO PROFESSIONAL PRACTICE

I.	Professional Issues in Nursing	2 weeks
II.	Legal and Ethical Framework for Nursing Practice	2 weeks
III.	Advanced Communication Principles	2 weeks
	Examination I	1 week
IV.	Management Skills for Patient Care	3 weeks
	Examination II	1 week
V.	Evaluation Processes	3 weeks
	Final Examination	1 week
VI.	Clinical Objectives	
		15 weeks

COURSE DESCRIPTION

ENTRY INTO PROFESSIONAL PRACTICE:

Trends, issues and ethical-legal concepts of professional nursing are covered within this 4 hour course. Consideration is given to leadership, team management, advanced communication, and patient teaching concepts utilized in the care of groups of patients. The clinical component focuses on analysis and evaluation of a nursing process approach to patient care.
(1 hours lecture/9 hours clinical per week)
Course required for ADN curriculum.

COURSE: ENTRY INTO PROFESSIONAL PRACTICE

Unit I: Professional Issues in Nursing

Terminal Objective:

Given proper text and lecture/discussion, the learner will demonstrate understanding of complex trends and issues in professional nursing practice, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective (s) The learner will:

1. Discuss various theories and approaches to nursing.
2. Examine the issue of entry into practice in terms of:
   a. Nursing education
   b. Associate degree nurses
   c. Supply and demand status of nurses
   d. Economics
   e. Advantages and disadvantages
3. Describe trends that are evident in promoting transcultural nursing.
4. Illustrate how a nurse can participate in promoting cultural sensitivity in nursing practice.
5. Analyze the diversity of practice roles.
6. Evaluate the pros and cons of the expanding roles of the nurse.
7. Compare and contrast the roles of labor unions and professional organizations in collective bargaining.
8. Analyze the purpose and functions of the
   a. American Nurses Association
   b. National League for Nursing
   c. Texas Board of Nurse Examiners
   d. Western Council for Higher Education in Nursing

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

EVALUATION: (X) PERFORMANCE TEST (Application in Clinical setting)

(X) KNOWLEDGE TEST

COURSE: ENTRY INTO PROFESSIONAL PRACTICE

Unit II: Legal and Ethical Framework for Nursing Practice

Terminal Objective:

Given proper text and lecture/discussion the learner will demonstrate understanding and incorporation of the legal and ethical principles on which nursing practice is based, achieving 85% mastery on the knowledge test and 100% mastery on the performance test.

Enabling Objective (s) The learner will:

1. Recognize personal ethical framework.
2. Describe sources of professional ethics:
   a. Utilitarianism
   b. Duty-based ethics
   c. Natural law tradition
   d. Religious dimension
   e. The harm principle
3. Become familiar with ethical/moral and cultural ideologies common in today's society.
4. Apply the professional ethical framework to clinical issues in current practice situations.
5. Analyze potential conflicts between personal and professional ethical/value systems in the provision of patient care.
6. Describe public policy for health care issues.
7. Examine major health care issues requiring ethical resolution.
8. Discuss conponents of the Nurse Practice Act.
9. Interpret laws pertinent to nursing.
10. Discuss the practice act and licensure in terms of professional accountability and responsibility.
11. Define and discuss negligence and malpractice in the clinical setting.
12. Examine the legislative process and its impact on nursing practice.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

Florence Nightingale Pledge for Nurses
International Council of Nurses: Code for Nurses, 1973.
A Patient's Bill of Rights: American Hospital Association, 1973.
Texas Statutes Regulating the Practice of Professional Nursing:
Board of Nurse Examiners, 1989.

EQUIPMENT/SUPPLIES:

EVALUATION: (X) PERFORMANCE TEST (Application in Clinical setting)

(X) KNOWLEDGE TEST

COURSE: ENTRY INTO PROFESSIONAL PRACTICE

Unit III: Advanced Communication Principles

Terminal Objective:

Given proper text and lecture/discussion the learner will demonstrate understanding and application of the advanced communication principles necessary for effective nursing management, achieving 85% mastery on the knowledge test and 100% on the performance test.

Enabling Objective (s) The learner will:

1. Explain the major conponents of effective communication.
2. Define and give examples of
   a. Interpersonal communication
   b. Organizational communication
   c. Informal (grapevine) communication
3. Demonstrate the process of an interview, incorporating the responsibilities of the interviewer and interviewee.
4. Identify barriers and hindering techniques in communication.
5. Distinguish between assertiveness, aggressiveness, and acquiescent/avoiding behavior, and give behavioral examples of each.
6. Assess culturally-bound behaviors which must be considered in interviewing and other communication settings.
7. Describe major theories about learning.
8. Incorporate the learning-teaching interaction into the problem-solving process.
9. Synthesize communication and the learning-teaching process in the clinical setting.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

EVALUATION: (X) PERFORMANCE TEST (Application in Clinical setting)

(X) KNOWLEDGE TEST

COURSE: ENTRY INTO PROFESSIONAL PRACTICE

Unit IV. Management Skills for Patient Care

Terminal Objective: -

Given proper text and lecture/discussion, the learner will demonstrate understanding and application of management skills for patient care, achieving 85% mastery on the knowledge test and 100% mastery on the performance.

Enabling Objective(s) The learner will:

1. Define management by objectives (MBO).
2. Identify the advantages of management by objectives as related to clinical practice.
3. Compare the three types of leadership:
   a. Easier - fairer
   b. Autocratic
   c. Democratic
4. Analyze methods of decision-making.
5. Identify the characteristics of an effective leader.
6. Structure an organizational chart and explain its significance to communication units.
7. Define and discuss different approaches to management of nursing care:
   a. Primary care nursing
   b. Team nursing
   c. Functional nursing
   d. Case nursing
8. For each of these approaches, describe the roles and functions of the registered nurse in relation to:
   a. Functions of other health team members
   b. Legal aspects
   c. Ethical responsibility
   d. Discharge planning
   e. Patient teaching
   f. Patient advocacy
   g. Staffing patterns
9. Compare and contrast the advantages and disadvantages of each system of nursing care delivery.

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

EVALUATION: (X) PERFORMANCE TEST (Application in clinical setting)

(X) KNOWLEDGE TEST

COURSE: ENTRY INTO PROFESSIONAL PRACTICE

Unit V: Evaluation Processes

Terminal Objective: -

Given proper text and lecture/discussion, the learner will demonstrate understanding and application of the evaluation processes necessary for effective management of nursing care, achieving 85% mastery on the knowledge test and 100% mastery on the performance.

Enabling Objective(s) The learner will:

1. Apply the components of a control system to management by objectives.
2. Relate the components of a control system to evaluation of performance in nursing practice.
3. Construct an evaluation of nursing performance in measurable terms.
4. Explain how the nursing audit contributes to quality assurance.
5. Differentiate between retrospective and concurrent audit.
6. Discuss medical and nursing audits as used by the Joint Commission on Accreditation of Hospitals (JCAH).
7. Demonstrate and explain the use of the following nursing tools utilized in the management of client care:
   a. Nursing history
   b. Nursing care plans
   c. Patient acuity forms
   d. Patient teaching/discharge planning forms
   e. Inter-agency referral systems

TEACHING METHODS:

(X) LECTURE

( ) LABORATORY

(X) AUDIO-VISUAL

(X) CLINICAL

REFERENCES:

EQUIPMENT/SUPPLIES:

EVALUATION: (X) PERFORMANCE TEST (Application in clinical setting)

(X) KNOWLEDGE TEST

OURSE: ENTRY INTO PROFESSIONAL PRACTICE

nit VI: Clinical Objectives

erminal Objective: -

Given proper text and clinical supervision, the learner will demonstrate and develop skills in management of multi-patient care through application of the principles of management, advanced communication, and evaluation, achieving 100% mastery on the clinical behavior performance evaluation.

nabling Objective(s) The learner will:

1. Assess the nursing needs of the patients.
2. Assess the staff necessary to care for these patients, based on an analysis of acuity.
3. Set goals and priorities based on individual patient care needs.
4. Provide assistance and guidance to other members of the health care team.
5. Adapt nursing activities based on demands of the health care team.
6. Provide coordinated and continuous patient care in a safe and conscientious manner.
7. Participate responsibly in multi-disciplinary team conferences.
8. Correctly interpret for others their scope and function.
9. Assess knowledge level in staff and patients.
10. Develop teaching plans for patients with health care needs.
11. Plan measures to assist patients and staff members to achieve goals.
12. Contribute to nursing care plans.
13. Maintain accurate client records.
14. Maintain open communications with physicians, staff, family members, and instructor.
15. Transcribe physician orders correctly in a timely manner.
16. Give concise and pertinent report to the on coming shift.
17. Complete interdepartmental requisitions.
18. Disseminate reports to appropriate units.
19. Ensure adherence to Nurse Practice Act by self and others.
20. Established discharge planning criteria for the patient.
21. Evaluate the impact of nursing interventions.
22. Evaluate the extent that expected outcomes are achieved.
23. Participate in quality assurance procedures within a health care institution.
24. Apply the nursing process with nursing audits.
25. Practice nursing within the ethical and legal framework of the profession.

EACHING METHODS:

( ) LECTURE

( ) LABORATORY

( ) AUDIO-VISUAL

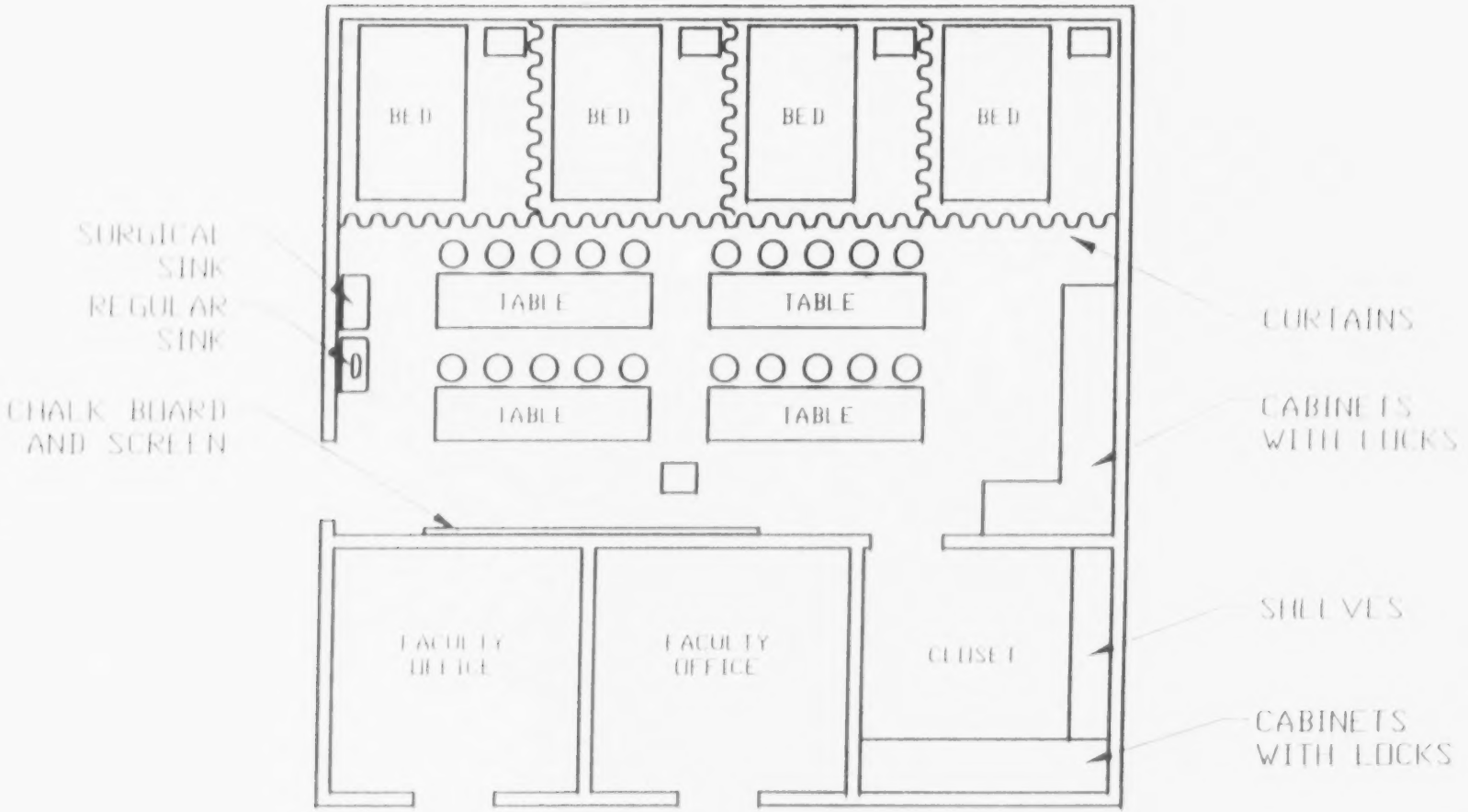
(X) CLINICAL

EFERENCES:

EQUIPMENT/SUPPLIES: As used in facility

EVALUATION: (X) PERFORMANCE TEST

( ) KNOWLEDGE TEST



RECOMMENDED INSTRUCTIONAL FACILITY
FOR POST SECONDARY HEALTH PROGRAM

Postsecondary Supplies and Equipment
for Registered Nurse Program

Equipment		Unit Price
4 each	Electric hospital bed (equipped)	1,550
2 each	Full body training mannequin with part	3,000
1 each	CPR mannequin - adult	1,200
1 each	CPR mannequin - child	250
1 each	CPR mannequin - infant	400
1 each	Surgical mannequin	500
1 each	Catheter mannequin (male)	3.50
1 each	Catheter mannequin (female)	3.50
4 each	Bedside cabinets	185
4 each	Overbed tables	195
4 each	Bedside chairs	31
1 set	Mannequin - body parts	1,500
1 each	Enema Simulator	350
1 each	Laryngoscope and blades	200
1 each	Doppler	700
1 each	Papoose Board	300
1 each	Forcepts (assorted types)	500
1 each	Dysrythmia simulator/oscilloscope	6,600
1 each	Crash Cart	600
1 each	Otoscope/opthalmoscope	350
1 each	Scale (adult)	275
1 each	Scale (infant)	190
1 each	Rolling IV stand	123
1 each	Breast self-exam mannequin	200
4 each	Bedpans	12
4 each	Urinals	6
1 each	Traction frame with trapeze, weights and holders bucks, skinner pin	1,500
1 each	Thompson splint/person attachment	300
1 each	Airways, oral, nasal, EOA, ET	150
1 each	Wrist retraints	20
1 each	Posey Vest	20
1 each	Ostomy Training Mannequin	400
1 each	Ostomy Equipment	150
1 each	Specimen collection containers	70
1 each	Wheelchair	500
1 each	Gurney/litter	3,500
1 each	Linen hamper	150
1 each	NG tubes/salem sump, levin, miller-abbott, sengstaken-blakemore, dobboff	70
2 each	LVAC thermometer	600

Postsecondary Supplies and Equipment
for Registered Nurse Program

Equipment		Unit Price
20 each	Glass thermometer	20
1 each	O_2 Set-ups	250
1 each	Medicine cart	800
1 each	Injection mannequin	350
1 each	Charts-body function	500
1 each	OB phantom/skeleton	650
1 each	Glucometer and sticks	120
1 each	Suction kits with components	350
	Infant care doll	100
	Trach care kits	66
	Trach tubes	40
	Oxygen tank and holder	200
	CVP mariometer	50
	Linens-sheets, pillows, pillowcases, towels, washcloths	2,000
	Wall O_2 suction outlets	800
	Suction units	600
	B/P cuffs wall (4)	200
	B/P cuffs rolling (2)	250
	Gcomco	1,100
	IV catheters	75
	IV Bap	150
	IV Arm	350
	IV Tubing	100
	Chest tube bottles and plevravac	400
	TROCAR	50
	IV pump	1,800
	Ace wraps	16
	Binders	15
	Ted hose	40
	Trays	40
	Graduate cylinders	30
	Ambu bags	200
	Chest tubes clamps	20
	Hemostats	15
	Sterile towels	60
	A-V media for resource center	40,000

Supplies

Dressing supplies, gaze, telfa, tape, etc.	200
Sterile gloves	200
Examination gloves	15
Surgical scrub packs	69
Toothette	30
Glycerine swabs	20
Alcohol swabs	100
Syringes/needles (assorted sizes)	200
Sterile gowns	300
Masks	50
Shoe covers	50
Caps	50
Ampules	100
Tubex	100
Vitals	100

Classroom Equipment

Quantity	Description	Cost
25	Student desks	71
1	Teacher desk	261
1	Teacher chair with casters	64
1	Podium	57
1	Non-chalk whiteboard (4' x 6')	115
1	Bulletin Board (4' x 6')	114
1	Wall mounted soap dispensers	7
1	Cabinet (storage) 65" x 37" x 25"	600
1	Wardrobe cabinet (closed base model)	700
1	Table for microscopes (science table)	181
7	Computers and word processors with printers	3,000 each
1	Television 20" color	800
1	VCR	600
1	Cart	160
1	Slide projector (kodak 5600)	665
1	Filmstrip projector (micromatic II w/remote control)	540
1	16 mm projector	1,500
1	Projector cart	160
1	Overhead projector	262
2	Open shelves for books and references	467
1	Paper towel dispenser	29
1	Tape recorder and player	50
1	Typewriter	1,000
3	Four drawer file cabinet	270

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COMPETENCY PROFILE
FOR
NURSING: COMPLEX NEEDS I

A ( ) in the parenthesis beside each competency indicates mastery.

I. CONCEPTS BASIC TO NURSING

( ) Demonstrate an understanding of the scope and standards of nursing practice with patients experiencing complex needs.

II. INTEGUMENTARY SYSTEM

( ) Demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the integumentary system.

III. IMMUNE SYSTEM

( ) Demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the immune system.

IV. SENSORY SYSTEM

( ) Demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the sensory system.

V. MUSCULOSKELETAL SYSTEM

( ) Demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the musculoskeletal system.

VI. GASTROINTESTINAL SYSTEM

( ) Demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the gastrointestinal system.

VII. RESPIRATORY SYSTEM

( ) Demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the respiratory system.

VIII. LEARNING LABORATORY (or SKILLS)

( ) a. **NASOGASTRIC INTUBATION**

Insert, Irrigate and remove a nasogastric tube.

( ) b. **ENTERAL FEEDINGS**

Perform an enteral feeding.

( ) c. **INTRAVENOUS MEDICATION ADMINISTRATION**

Administer intravenous medication.

( ) d. **VENIPUNCTURE**

Perform a venipuncture and discontinue an IV.

( ) e. **CENTRAL LINES**

Irrigate a central line and perform a central line dressing change.

( ) f. **BLOOD TRANSFUSIONS**

Administer blood and blood products.

( ) g. **ARTIFICIAL AIRWAYS AND SUCTIONING**

Perform tracheotomy care and suction the airway.

( ) h. **CLOSED CHEST DRAINAGE**

Provide care for the patient with a chest drainage system.

( ) i. **CENTRAL VENOUS PRESSURE (CVP) LINES**

Measure central venous pressure and provide nursing care for patient undergoing cup monitoring.

IX. CLINICAL OBJECTIVES

( ) Provide total care for two patients with complex disorders of the integumentary, respiratory, gastrointestinal, musculoskeletal, immune or sensory system.

COMPETENCY PROFILE
FOR
COMPLEX NEEDS II

A ( ) in the parenthesis beside each competency indicates mastery.

I. CARDIOVASCULAR (CV) SYSTEM

( ) Demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the cardiovascular system.

II. RENAL SYSTEM

( ) Demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the renal system.

III. ENDOCRINE SYSTEM

( ) Demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the endocrine system.

IV. NEUROLOGICAL SYSTEM

( ) Demonstrate understanding of the physical and emotional needs of patients/families with complex disorders of the endocrine system.

V. MULTISYSTEM DISORDERS ACROSS THE LIFESPAN

( ) Demonstrate understanding of the physical and emotional needs of patients/families with multisystem disorders across the lifespan.

VI. CLINICAL OBJECTIVES

( ) Provide care for three-four patients with complex needs and/or multisystem disorders of the cardiovascular, neurological, endocrine, obstetrical and renal systems.

COMPETENCY PROFILE
FOR
ENTRY INTO PROFESSION PRACTICE

A ( ) in the parenthesis beside each competency indicates mastery.

I. PROFESSIONAL ISSUES IN NURSING

( ) Demonstrate understanding of complex trends and issues in professional nursing practice.

II. LEGAL AND ETHICAL FRAMEWORK FOR NURSING PRACTICE

( ) Demonstrate understanding and incorporation of the legal and ethical principles on which nursing practice is based.

III. ADVANCED COMMUNICATION PRINCIPLES

( ) Demonstrate understanding and application of the advanced communication principles necessary for effective nursing management.

IV. MANAGEMENT SKILLS FOR PATIENT CARE

( ) Demonstrate understanding and application of management skills for patient care.

V. EVALUATION PROCESSES

( ) Demonstrate understanding and application of the evaluation processes necessary for effective management of nursing care.

VI. CLINICAL OBJECTIVES

( ) Demonstrate and develop skills in management of multi-patient care through application of the principles of management, advanced communication, and evaluation.

Procedural Plan for Verification of Competency Mastery at the Secondary Level

Introduction:

The overall goal of this model "2+2" Articulated Health Occupations Project is to develop a training program that will link the last two years of secondary and the first two years of postsecondary training to prepare students for employment in one or more occupations in health careers.

Concerns:

As this project has been developed there have been questions on the part of some postsecondary nursing program personnel, as to the ability of the Non-RN instructors in secondary vocational health occupations programs, being qualified to teach and verify mastery of competencies for the RN curriculum.

This procedural plan outlines the processes for the teaching, testing and verification of mastery for both the cognitive and psychomotor competencies for this model "2+2" Articulated Curriculum for the Registered Nurse.

Curriculum Format:

Basic level knowledge and skills will be taught from a validated list of competencies in grades 11 and 12. These competencies have been assigned to courses on an "easy to difficult", simple to complex arrangement.

The courses that constitute the RN curriculum are established on the career-ladder concept; in that students must complete the courses in sequences, or take concurrently and demonstrate mastery of the competencies in each course(s) before moving on the next level. The curriculum is designed to provide exit points for the nurse aide (grade 12) and the LVN (Grade 13).

Methods of Instruction

Instructional modes will consist of the following:

1. Classroom lecture/audio/guest professional speakers
2. Classroom laboratory
3. Individualized study
4. Clinical rotation and/or cooperative (grade 11)
5. Clinical supervision and/or cooperative (grade 12)

Validating Mastery of Competencies:

Competencies in the basic course outlines have been identified as knowledge (cognitive) and performance (psychomotor).

It is recommended that the secondary health careers instructor, as certified by the Texas Education Agency, teach and administer the knowledge tests and verify mastery of the cognitive competencies on the individual student competency profile.

The performance or psychomotor competencies are to be verified for mastery utilizing the performance evaluation criteria by the clinical or cooperative supervising nurse, which will be recorded on the individual student competency profile.

The individual student competency profile will become a part of the student's "2+2" cumulative file and will move with the student as she/he moves to the next sequential course.

Rationale:

Secondary health careers instructors meeting the Texas Education Agency certification requirements for the Provisional Vocational Health Occupations certificate have the knowledge and expertize to teach and verify mastery of the basic cognitive concepts, skills and theories as defined for the grade 11 and 12 secondary courses.

Performance Evaluation Criteria

Terminal Performance Objective:

Performs competency with accuracy or prescribed specifications	Satisfactory	Unsatisfactory
Performs competency within appropriate time period	Satisfactory	Unsatisfactory
Demonstrates knowledge required for performing competency	Satisfactory	Unsatisfactory
Observes all safety procedures	Satisfactory	Unsatisfactory
Complies with ethics of profession	Satisfactory	Unsatisfactory
Demonstrates problem solving abilities	Satisfactory	Unsatisfactory
Uses appropriate equipment/supplies	Satisfactory	Unsatisfactory
Uses equipment/supplies correctly	Satisfactory	Unsatisfactory

Student(s) must receive a satisfactory rating on all criteria to demonstrate mastery.

Comments:

_____ _____

Supervisor's Signature Date